



Exploring the Learning Methods Used in Teaching English at SMP Kristen Makale

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Abstract

The purpose of this study is to find out what learning methods are most often used in teaching English at Makale Christian Junior High School. In carrying out this study, the researcher used descriptive qualitative research. Data analysis used qualitative data analysis, which is the process of reducing data, presenting data, and drawing conclusions. The purpose sampling strategy was used to obtain data from English teachers two who teach at Makale Christian Junior High School. The data were obtained using interview and observation. Based on the results of this study, the researcher concluded that there is one learning method that is most often used by teachers in teaching English at Makale Christian Junior High School, namely the lecture plus method or the lecture plus discussion and task (CPDT) method. and as for the reasons why teachers at Makale Christian Junior High School often use it in teaching because this method is very practical, efficient and also in the lecture plus method it includes almost all activities such as discussion, question and answer exercises and also practice. And as for the weaknesses and advantages of the lecture plus method, namely students can actively participate through questions and answers and exercises, it is very easy to use or practical and also very efficient and has almost included several teaching and learning activities such as questions and answers, discussions, exercises and assignments. while the weakness is that the learning process does not occur in two directions because the lecture plus method is more teacher-centered than with students. From the results of the data analysis above, the researcher concludes that some of the methods used by English teachers at Makale Christian Junior High School in learning English are very helpful for students so that they can achieve effective and efficient learning outcomes and optimize student learning achievement.

Keywords: Learning methods, English learning, Makale Christian Junior High School

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui metode pembelajaran apa yang paling sering digunakan dalam pengajaran bahasa Inggris di SMP Kristen Makale. Dalam melaksanakan penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif. Analisis data yang digunakan adalah analisis data kualitatif, yaitu proses mereduksi data, menyajikan data, dan menarik kesimpulan. Strategi purpose sampling digunakan untuk memperoleh data dari dua guru bahasa Inggris yang mengajar di SMP Kristen Makale. Data diperoleh dengan menggunakan wawancara dan observasi. Berdasarkan hasil penelitian ini, peneliti menyimpulkan bahwa ada satu metode pembelajaran yang paling sering digunakan oleh guru dalam mengajar bahasa Inggris di SMP Kristen Makale, yaitu metode ceramah plus atau metode ceramah plus diskusi dan tugas (CPDT). dan adapun alasan mengapa guru-guru di SMP Kristen Makale sering menggunakannya dalam mengajar karena metode ini sangat praktis, efisien dan juga di dalam metode ceramah plus ini mencakup hampir semua kegiatan seperti diskusi, tanya jawab dan juga praktek. Dan adapun kelemahan dan kelebihan dari metode ceramah plus yaitu siswa dapat berpartisipasi aktif melalui tanya jawab dan latihan, sangat mudah digunakan atau praktis dan juga sangat efisien dan sudah hampir mencakup beberapa kegiatan belajar mengajar seperti tanya jawab, diskusi, latihan dan penugasan. sedangkan kelemahannya yaitu proses pembelajaran tidak terjadi dua arah karena metode ceramah plus lebih banyak berpusat pada guru dibandingkan dengan siswa. Dari hasil analisis data di atas, peneliti menyimpulkan bahwa beberapa metode yang digunakan oleh guru bahasa Inggris di SMP Kristen Makale dalam pembelajaran bahasa Inggris sangat membantu siswa sehingga dapat mencapai hasil belajar yang efektif dan efisien serta mengoptimalkan prestasi belajar siswa.

Kata kunci: Metode pembelajaran, pembelajaran bahasa Inggris, SMP Kristen Makale

Introduction

Learning methods are ways used by educators to deliver subject matter and facilitate the learning process for learners. Education is the key to individual advancement and competitiveness in an increasingly globalized world. In this context, it is important to understand the educational context in a particular area, any secondary school in toraja, where the challenges and opportunities associated with teaching English in secondary school. Given students' different levels of understanding of English, it is important to use methods that can be adapted to individual needs. There should be specific methods and abilities to support all students. Students may have diverse backgrounds, both in terms of English language ability and special needs. Some students may have never been exposed to English before, while others already have a strong foundation (Garsia, 2018).

It is a modern learning method that includes the interaction of all participants in the educational process (teachers and students). Today this teaching method is widely used everywhere: in schools, universities, courses, and trainings, as it is very effective not only in terms of knowledge acquisition but also in terms of personal skills formation and personality development of students. Interactive teaching methods can be applied to most types of training: individual meetings, groups, via the Internet and telephone. *Texas Journal of Multidisciplinary Studies* (Zien 2022)

Grammar Translation Method Practical Critique discusses a critique of the Grammar Translation Method (GT) in English language teaching, this study shows that GT has several limitations in its application, including: Reliance on the original text source and continuous dialog between students and teachers, as a practical critique, the article encourages researchers and educators to . This article highlights the importance of conducting research and seeking alternatives to English language teaching to improve educational effectiveness and meet the needs of schools. Although GT is commonly used in English language teaching, this study shows that there are limitations in the application of this method, namely GT focuses too much on grammar and pays

less attention to students' speaking and listening skills. (Alkaroum's 2019)

Kalyuga, Ayres, Chandler, and Sweller (2003), Domain-specific learning theory (DSLTL) is a learning theory that explains how specific knowledge can be divided into two components: concepts or disciplines (concepts/contents) and competencies or skills (competencies). In the context of language learning, this theory states that these two elements are indispensable in language learning. Concepts or disciplines are related to language skills such as vocabulary, grammar, and sentence structure. Competencies or skills, on the other hand, refer to the ability to use language effectively in various communication situations. According to DSLTL, concepts and skills are interrelated and influence each other in the language learning process.

Jeremy Harmer (2007). Harmer's Four Component Model is a theory of language learning that describes four main components in language learning, namely learning how, remembering what, understanding why, and creating. This model can be used to identify the most effective learning methods to develop language skills. The first component of the model is learning how. This component relates to students' ability to learn language skills, such as grammar, vocabulary and pronunciation. The second component of this model is remembering (learning what) This component relates to the student's ability to remember the language skills that have been learned, Students need to understand how to remember language skills and how to use them in different situations, The third component of this model is understanding (learning why) This component relates to the student's ability to understand the reasons behind the language skills learned, Students need to understand how language skills are used in different situations and how they relate to social and cultural contexts. The fourth component of this model is creating (learning to learn) This component relates to students' ability to create their own language skills, Students need to understand how to create their own language skills and how to use them in different situations, This model can be used to identify the most effective learning methods for developing language skills.

Asmari's (2015) study investigated the effectiveness of using task-based learning to

improve the writing skills of secondary school students in Saudi Arabia. The study was conducted on 60 secondary school students who were divided into two groups: the experimental group taught using task-based learning method and the control group taught using traditional method. Each class consisted of 30 students. The study lasted for one semester with a total of 20 meetings. At the beginning and end of learning, students' writing ability was measured by essay writing tests to see their progress. The results showed that the experimental group's writing ability improved significantly compared to the control group, specifically, students in the experimental group experienced improvements in the aspects of content, organization, vocabulary, language use, and mechanics of their English writing. According to Al Asmari, this is because task-based learning provides many opportunities for students to practice and improve their writing skills through activities such as writing letters, essays, reports, stories and others.

Overall, experts emphasize the importance of using a student-centered approach, taking into account students' interests, needs and active involvement in the English learning process. This approach involves activities that encourage communication practices, the use of engaging tools and technologies, and the integration of concepts and skills in realistic situations.

Methods

The instrument used in this research namely a questioner. Questionnaires are a way of collecting data by giving or distributing a list of questions or statements to respondents, with the aim that they can respond to the list of questions or statements distributed to them. Researchers used a closed model questionnaire because the answers had been provided and the measurements used a Likert scale. Likert slaka is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

Result and Discussion

Based on the data, there are several methods used by English teachers when teaching at Makale Christian High School such as, lecture plus method, jigsaw method, peer teaching or peer tutor

method, question and answer method and study tour method. and in teaching English by using one of the learning methods above the teacher sometimes does not only use one method but the teacher sometimes combines it with several methods. so in teaching English the teacher does not use only 1 method but there are several methods combined.

At this point both English teachers at Makale Christian Junior High School mostly use the lecture plus method in teaching English. Because in the lecture plus method, teachers can use discussions and practice questions during the learning process there are also questions and answers and do demonstrations, besides that another reason why teachers use the lecture plus method because the lecture plus method already includes several activities as described above besides that the lecture plus method is also practical and efficient. Based on the results of the interviews above, it can also be concluded that there are differences in learning outcomes between the most frequently used learning method, namely lecture plus, and other methods, namely when using the lecture plus method, students are more active in learning.

The researchers found several weaknesses and advantages, among others, the advantages are that it is very practical and efficient then it can cover almost all activities in the classroom such as questions and answers, discussions and also practice exercises that provide direct opportunities for students to practice their English and of course can help students to better master the material. while the disadvantage is that the learning process does not occur in two directions because the ceramha plus method focuses more on the teacher or teacher center rather than focusing on students or student center. and another weakness is that the learning process is a little monotonous. And another challenge faced by English teachers at Makale Christian High School is the different abilities, personalities and cognitive abilities of students so that whatever method the teacher uses or applies will not be very effective, when the students themselves cannot accept the learning properly.

Based on the results of the analysis of interviews conducted by researchers, it can be concluded that the opinion or perception of other English teachers

about English learning methods is that so far it is still good and some even imitate the learning methods used by English teachers and combine them with other methods, although there are also some teachers who consider these learning methods boring. and when talking about support from the school, the school is very supportive of the methods applied by English teachers in teaching and even provide everything to support these learning methods in the classroom.

And to further improve skills in teaching English teachers in makale christian SMP often attend training or workshops on how to create fun learning in the classroom using existing methods. and in the methods that teachers often use in teaching English, teachers have indirectly prepared students for the exam because the questions and exercises used are not much different from the questions that students will face on the exam later. Based on the results of the analysis of the interviews, the researcher concluded that in assessing the level of student collaboration, English teachers at Makale Christian High School use several methods such as discussions, presentations, role playing, and group work and there are also several activities that teachers use to increase students' active participation in the learning process such as questions and answers, quizzes, making puzzles and also work flow.

Based on the results of the interviews, it can be concluded that the methods that English teachers use in teaching at Makale Christian High School make students enjoy learning more and are also enthusiastic, in addition they are also more enthusiastic because the teacher provides material with different methods. and by using a variety of methods and interspersed with quizzes, puzzles, sometimes also learning is done outside the classroom and practice exercises, of course students will be more active and happy in the learning process. As we all know that English is not our language and it cannot be denied that English is indeed a little difficult to learn, but if you look at the advantages of the various methods that teachers use in teaching English, students will be faster to understand the English language maret taught because they directly plunge to explore the material, not only the teacher conveys the material then the students take notes but by using various

methods the learning process in the classroom can occur in two directions.

Based on the results of the interviews, the researcher concludes that of the various learning methods used in teaching English at Makale Christian High School has achieved 80% of the learning objectives that have been set. and of course, this is all determined by the ability and cognitive of each student, and all the methods that English teachers use are the right methods and all of these methods provide a good teaching experience for English teachers, depending on each teacher whether they have prepared everything well before teaching.

Discussion

In this section, researchers want to discuss the results of data analysis related to the formulation of the problem. The purpose of this discussion is to link the results of data analysis with the objectives of the study.

After analyzing the data from the interviews, the researcher found that there are several methods used by teachers in teaching English at Makale Christian Junior High School as follows: lecture plus technique, jigsaw method, peer teaching method, question and answer method, and study tour method. From the interview, it is mentioned that the lecture method is used to convey the learning objectives to be achieved because without students knowing what the learning objectives are to be achieved in the learning process, students will not understand what steps will be taken during the learning process. So it can be concluded that before starting learning, the teacher must prepare the material and convey the learning objectives to be achieved so that students know what goals to achieve so that students can understand the steps to be taken during the learning process.

Bimo Suryono (2001), the lecture method is a teacher's oral narration or explanation, in which the teacher can use teaching aids to clarify the description given to his students. Teaching with the lecture method, is a teaching method used to convey information or descriptions of a subject matter or problem orally. Thus it can be understood that the lecture method is a way of presenting lessons carried out by the teacher by oral narration or explanation directly to students. While the lecture method used by teachers at Makale

Christian Junior High School is done by the teacher explaining the material clearly to students then inviting students to discuss the material and the last step is the teacher gives assignments to these students to evaluate student learning outcomes while using the lecture plus method.

The jigsaw method, from the results of interviews and observations, the jigsaw method is one of the learning methods used in teaching English at Makale Christian Junior High School. Kuntjojo (2010) states that the jigsaw cooperative learning method is a learning model in which students work with each other with positive dependence. Students learn in small groups of four to five people, and each student is independently responsible for completing the part of the subject matter that must be learned and conveying the material to other group members after the student has learned the material. While the jigsaw method used by teachers at Makale Christian Junior High School is done by dividing students into several small groups to discuss and understand a certain part of a topic after they understand the topic students then explain the topic to other groups. Ridwan (2016) defines the peer tutor method as learning with the help of students who are proficient in certain materials to teach other students who do not know. Students who have understood the material in this context act as tutors who help classmates who have learning difficulties. Peer tutoring allows students to work together to strengthen their understanding. This is also what is done at Makale Christian Junior High School where when one student has understood a certain material, they will teach their classmates or peers about the material so that little by little a sense of mutual respect and understanding will be built in the class.

One effective approach to activating students' minds and improving their understanding is question and answer learning. Educational experts argue that this technique can help strengthen the connection between people's minds and the material presented, ultimately improving information retention. This method involves question and answer as a way for teachers and students to interact with each other. Students are invited to actively participate in the teaching-learning process by asking and answering the teacher's questions. Although this technique is not

new, experts are increasingly recognizing how important it is for improving students' understanding of the material and enhancing their ability to think critically. Dr. S. Jayakumar (2015) states that study tour is a method of learning outside the classroom that relies on direct experience outdoors as a medium of learning. which means Students in study tour not only gain knowledge in the classroom through textbooks or teacher lectures, but also gain knowledge through direct experience outdoors. They have the opportunity to see, hear, and feel the concepts learned through this hands-on experience.

Of the several definitions of learning methods that exist above, there is one learning method that is most often used by English teachers at SPM Kristen Makale, namely the lecture plus method, this method is often used not for no reason, this method is often used to teach English.

Conclusion

The researcher concluded that there were five methods used by English teachers at Makale Christian Middle School with different characteristics in each method:

1. Plus lecture method
2. Jigsaw method
3. Peer teaching or peer tutoring method
4. Question and answer method
5. Field trip method

From the explanation above, respondent 1 and respondent 2 or Teacher 1, and teacher 2, apply methods from the methods above. However, of all the methods above, there is one method that is most often used by English teachers at Makale Christian Middle School, namely Lecture plus method or Lecture Plus Discussion and Assignment Method (CPDT) is a method that is carried out regularly in a combination sequence, namely first the teacher explains the lesson material, then holds a discussion, and finally gives an assignment. And why the lecture plus method is often used in teaching English at Makale Christian Middle School is because this method is very practical, efficient and also a lecture plus discussion and assignment method. And why the lecture plus method is often used in teaching English at Makale Christian Middle School is because this method is very practical, efficient and also the lecture plus method includes almost all activities such as

discussion, question and answer and also practice. And the weaknesses and advantages of the plus lecture method are that students can participate actively through questions and answers and exercises, it is very easy to use or practical and also very efficient and almost includes several teaching and learning activities such as questions and answers, discussions, exercises and assignments. Meanwhile, the weakness is that the learning process does not occur in two directions because the lecture plus method is more centered on the teacher, not the students. In short, learning methods are learning activities that must be carried out by a teacher in the learning process and accompanied by students so that learning objectives can be achieved effectively and efficiently.

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